

Haro-Soler, M. M. (2017). Teaching Practices and Translation Students' Self-Efficacy: A Qualitative Study of Teachers' Perceptions. *Current Trends in Translation Teaching and Learning E*, 4, 198–228.

TEACHING PRACTICES AND TRANSLATION STUDENTS' SELF- EFFICACY: A QUALITATIVE STUDY OF TEACHERS' PERCEPTIONS

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Abstract

As several authors acknowledge, competences related to translator's psychology, among which is self-efficacy (Atkinson, 2012, 2014), have received less attention than others in translator training, probably because they have proven to be more challenging to incorporate in translator training programmes in a structured way (Presas, 1998, p. 134; Way, 2009, 2014, p. 143). This paper aims to shed light on some possible ways to overcome this difficulty and to incorporate psychological competences and, more specifically, translator self-efficacy, in translator training programmes. With this aim an empirical-qualitative study of focus groups was performed to discover and analyse translation teachers' perceptions of teaching practices that may influence students' self-efficacy, where teachers from the Faculty of Translation and Interpreting (English-Spanish combination) of the University of Granada participated. The results will be triangulated with those obtained in previous research on translation students' perceptions of factors influencing their self-efficacy during their training (Haro-Soler, 2017), which will allow us to see both sides of the same coin.

Keywords: translator training, self-efficacy, teachers' perceptions, focus groups

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1. INTRODUCTION

Self-efficacy is a relatively recent concept in Translation Studies. Introduced by Bandura (1977) in the field of Psychology, it can be defined as “the belief in one’s capability to execute required actions and produce outcomes for a defined task” (Wood et al., 2000, p. 431). In other words, it represents a self-perception of one’s abilities to perform a *specific task*, which in our case would be translation. If we apply this definition to Translation Studies, self-efficacy for translation, or translator self-efficacy, could be defined as the confidence that a translator or translation student has in their abilities to translate.

Even though several studies have been performed in the last few years on translator self-efficacy (Atkinson, 2012, 2014; Muñoz, 2014; among others)¹, further research is required into this topic, especially into the incorporation of self-efficacy in translator training (Atkinson and Crezee, 2014), where competences related to translator’s psychology have received less attention than others, probably due to the difficulty that this entails (Presas, 1998, p. 134; Way, 2009, p. 132, 2014, p. 143; Atkinson and Crezee, 2014)².

¹ See section 3.

² Self-efficacy is one of the three components, together with locus of control and attribution style, of Atkinson’s (2012, 2014) psychological skill model. In PACTE’s model of translation competence (2003), the term *self-efficacy* is not used (probably because, as has been explained, it is a relatively new concept within our field), but confidence in one’s abilities is included as part of the psychophysiological components.

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However, this gap contrasts with the need to incorporate self-efficacy and other psychological competences in translator training, highlighted by authors such as Fraser (2000, p. 116), Way (2009, p. 133), Atkinson (2014) or Atkinson and Crezee (2014). It is easy to understand why said authors insist on the importance of dealing with psychological competences in translator training if we take into account the effects that self-efficacy may have according to Social Cognitive Theory (Bandura, 1986) and subsequent studies: it has been found to influence decision-making and performance, effort and persistence in the face of difficulty, motivational processes, the control of emotional states (such as anxiety) and goal-setting. In Translation Studies, self-efficacy has been found to positively correlate with freelance translators' income, job satisfaction and number of jobs received per week (Atkinson, 2012, 2014), with tolerance of ambiguity (Bolaños-Medina, 2014, 2015), source language reading comprehension, and students' perceptions of their ability to retrieve background documentary information and to decide when to stop searching for a solution (Bolaños-Medina, 2014). Moreover, according to translation students' perceptions, self-efficacy may be related to the application of strategies that involve some risk-taking, to the degree of satisfaction with the target text and to the ability to justify one's decisions (Haro-Soler, 2017).

This paper aims to shed light on possible ways to satisfy the need to incorporate self-efficacy in translator training programmes in a structured form and to overcome the difficulty that this entails. In section 2, we will turn to the field of Psychology and, when possible, to Educational Psychology, to analyse the concept of self-efficacy from Social Cognitive Theory. The sources and

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effects of self-efficacy will also be described. In section 3, previous studies on translator self-efficacy will be presented and especial attention will be paid to those linked to translator training. In section 4, the results of an empirical-qualitative study of focus groups performed with the aim of analysing teachers' perceptions of teaching practices which may influence translation students' self-efficacy will be presented. Six translation teachers (English-Spanish combination) from the Faculty of Translation and Interpreting of the University of Granada participated in the study. Their perceptions were recorded qualitatively through the technique of the focus group, as it is particularly appropriate to identify participants' opinions (Suárez, 2005, p. 25). The results of this study will also be compared with those obtained in previous research by Haro-Soler (2017) on translation students' perceptions. This will offer us the chance to approach self-efficacy from the perspective of the two groups involved in the teaching-learning process, and thus to see both sides of the same coin.

2. SELF-EFFICACY: SOURCES AND EFFECTS

Self-efficacy was introduced by Bandura (1977) in Psychology to refer to the “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3). According to this definition, self-efficacy is an individual’s perception of their abilities, and thus does not refer to the abilities that people have but to their opinion of what they can do with them (Bandura, 1986, p. 416). Another defining characteristic of self-efficacy is its task-specificity. As Bandura (2006, p. 307) states: “People differ in the areas in which they

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cultivate their efficacy [...]. For example, a business executive may have a high sense of organizational efficacy but low parenting efficacy”.

These two essential characteristics must be taken into account when distinguishing self-efficacy from similar concepts, such as self-confidence, self-concept or self-esteem. Self-confidence is “a general capability self-belief that often fails to specify the object of the belief” (Schunk and DiBenedetto, 2016, p. 40). In other words, self-confidence is, like self-efficacy, a self-perception of one's abilities, although it is not task-specific. Self-esteem is an individual's perceived sense of self-worth (Schunk, 1991, p. 210; Pajares, 2000) and therefore differs from self-efficacy (and self-confidence) in that it is a self-perception of one's social and personal value (Pajares, 2000), not of one's abilities. As Pajares (2000, para. 7) explains, self-efficacy relates to the question “Can I do that task?”, whereas self-esteem is linked to answers to “How do I feel about myself?” As for self-concept, it “represents one's general perceptions of the self in given domains of functioning” (Bong and Skaalvik, 2003, p. 5) and includes perceptions of one's competence accompanied by beliefs of self-worth (Pajares and Miller, 1994, p. 194; Bong and Skaalvik, 2003, p. 8). This is why several authors (Shavelson and Bolus, 1982, p. 3; Schunk and Pajares, 2009, p. 39) consider that self-concept embraces self-confidence (self-perception of one's abilities) and self-esteem (sense of self-worth). Compared to self-efficacy (self-perception of one's abilities to perform a specific task), self-concept is much wider, and even though it can be linked to given domains of functioning, it does not relate to specific tasks or activities (Bong and Skaalvik, 2003, p. 10).

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Self-efficacy occupies a central position in Social Cognitive Theory (SCT) (Bandura, 1986). According to this theory and, more particularly, to the model of reciprocal determinism, where human functioning is explained as the result of the reciprocal interaction of environmental factors, personal factors and behavioural factors (Bandura, 1986, p. 84); self-efficacy, as a form of self-perception and, consequently, as a personal factor can be affected by one's behaviour and by environmental factors. In turn, it can have an effect on an individual's actions and, through these actions, on the environment.

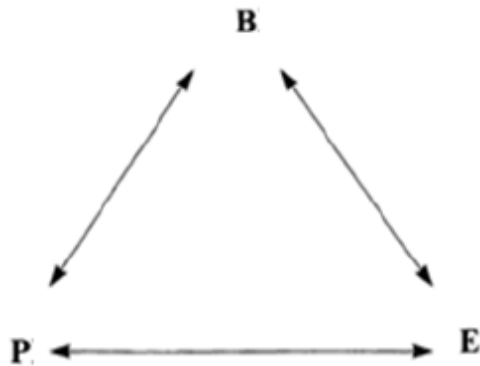


Figure 1. Reciprocal determinism (Bandura, 1986, p. 44).

It must be pointed out that the fact that self-efficacy can be affected by external influences (environment) indicates that it could be modified through teaching interventions (Schunk and DiBenedetto, 2016, p. 35; Atkinson, 2014, p. 15).

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More specifically, self-efficacy can be generated from four sources: mastery experience (behavioural factor), vicarious learning, verbal persuasion and emotional states provoked by certain situations (environmental factors) (Bandura, 1997). Mastery experience is the most influential source of self-efficacy. Outcomes interpreted as successes build a robust belief in one's ability to perform specific tasks, whereas failures undermine it, particularly when they occur in earlier phases of its development (Bandura, 1997, p. 80). Nevertheless, the way in which mastery experience is processed can be affected by different intervening factors, such as task difficulty or the effort invested (*ibid.*, p. 81). As for external factors having an impact on self-efficacy, in vicarious learning the performance of others that the individual perceives as models is interpreted as one's own performance (*ibid.*, pp. 86-87). Through verbal persuasion, or "what others say about one's performance" (Prieto, 2007, p. 85), individuals can be made aware of the fact that they possess the abilities to master specific activities. However, verbal persuasion must be based on the real abilities that the individual has, as, otherwise, subsequent poor performance will disconfirm unrealistic beliefs about one's abilities (Bandura, 1997, p. 101; Schunk and DiBenedetto, 2016, p. 37). As Torre (2007, p. 65) points out, verbal persuasion is the source of self-efficacy most commonly used by teachers. This is probably due to the fact that it is the only way in which anyone (be they a model or not) can boost others' self-efficacy. Finally, physiological and emotional states, such as pain or anxiety, may decrease individuals' confidence to deal with the situation in which they arise if they are perceived as a sign of vulnerability (Bandura, 1997, p. 106).

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In relation to its effects, self-efficacy has been found to influence the selection of activities that individuals decide to perform. Due to their influence on people's choices, self-efficacy beliefs must be accurate, since the overestimation of their abilities will lead individuals to engage in tasks for which they are not prepared and, as a consequence of their failures, they may become frustrated and lose their credibility in front of others. On the contrary, individuals with low self-efficacy tend to avoid the activities for which they do not feel prepared, which prevents them from having the chance to modify the belief that they are not able to deal with them (Bandura, 1986, pp. 418-419, 1997, pp. 160-161; Schunk and Pajares, 2009, pp. 41-42). Moreover, individuals who trust their abilities to perform a specific task will invest more effort, will persevere longer in the face of difficulty and are more resilient to failures than those with low self-efficacy (Bandura, 1995, p. 8; Zeldin and Pajares, 2000, pp. 233-236). Furthermore, individuals with low self-efficacy tend to believe that tasks are harder than they really are. This causes anxiety and stress, which prevents them from making decisions about how to solve the problems arising during task-performance (Bandura, 1997, pp. 140-141; Cabanach et al., 2010, pp. 85-86). Self-efficacy also relates to goal-setting and motivation. Self-efficacious individuals tend to set challenging goals that they perceive as opportunities for success and which work as motivational incentives (Krueger and Dickson, 1994, pp. 390-392; Bandura, 1997, pp. 116-118).

In the following section we will focus on translator self-efficacy and previous studies on this concept will be described. Bearing in mind the general objective of this paper, a main objective will be

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to identify the practices proposed by different authors to develop students' self-efficacy in translator training³.

3. SELF-EFFICACY IN TRANSLATOR TRAINING

Research on translator self-efficacy is relatively recent, with the first studies being published about a decade ago.

Some of these studies have approached self-efficacy from a cognitive perspective. Muñoz (2014), for instance, proposed a model of situated translation expertise where self-efficacy appears as one of the subdimensions of translator self-concept⁴, and Bolaños-Medina (2014, 2015) found positive correlations between self-efficacy and source language reading comprehension, tolerance of ambiguity and participants' perception of their ability to find documentary information and to determine when to stop searching for translation solutions.

However, most authors have approached translator self-efficacy from an educational perspective. Among them is Atkinson (2012), who proposed a model of psychological skill⁵ which

³ Note that by *the development of self-efficacy*, we mean the *development of realistic and accurate self-efficacy beliefs*, where a balance exists between the real abilities that students have and the confidence that they have in them. We will avoid keep repeating these adjectives to simplify the discourse.

⁴ This relates to the definition of self-concept presented in section 2, according to which self-concept comprises self-perceptions of one's abilities, together with evaluative judgements of self-worth (Pajares and Miller, 1994, p. 194; Bong and Skaalvik, 2003, p. 8).

⁵ Term used by the author (Atkinson, 2012).

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includes self-efficacy, together with locus of control and explanatory style. Atkinson (2012, 2014) also studied the relationship between psychological skill and professional success and found that self-efficacy is positively correlated with freelance translators' income, job satisfaction and number of jobs received per week. But what is more interesting for the purpose of this paper is that the author applied this model to translator (Atkinson, 2014) and interpreting training (Atkinson and Crezee, 2014) and suggested some teaching practices to help translation students develop their self-efficacy.

One of these practices consists of presenting an outline of the concept and key research findings related to it. This theoretical explanation can be followed by group discussion to encourage students to reflect on the sources and effects of self-efficacy (Atkinson, 2014, pp. 8-15). The final aim of this practice is to provide students with a basic understanding of how self-efficacy operates, so that they can observe their behaviour more consciously, become aware of their strengths and weaknesses through self-reflection, assess their self-efficacy beliefs and modify them, if necessary, to find a balance between their abilities as translators and the confidence they have in them (ibid.). Atkinson (2014, p. 14) also presents constructive feedback as a major method of fostering self-efficacy. This involves replacing traditional approaches based on "counting the errors" (ibid.) by a positive approach to teaching and problem-solving where attention is paid to solutions and where good solutions are accompanied by praise or extra marks. However, feedback must be realistic (ibid.), since an increase in self-efficacy due to unrealistic feedback will be disconfirmed by subsequent poor

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performance (see section 2, Bandura, 1997, p. 101; Schunk and DiBenedetto, 2016, p. 37).

Like Atkinson (2014), Dam-Jensen and Heine (2009) also consider that self-efficacy can be developed through self-awareness. These authors (ibid.) propose incorporating process-oriented research methods into the classroom in order to help students become aware of what they do during the translation process, and so help them monitor their actions, improve their performance (mastery experience, Bandura, 1997, see section 2) and increase their self-efficacy.

According to Yang et al. (2016), who studied the effects of online cooperative learning on translation students' self-efficacy using quantitative and qualitative methods, this practice seems to improve students' self-efficacy.

Haro-Soler (2015, 2017) analysed translation students' perceptions of the factors influencing their self-efficacy during their training and found that, according to the students' opinion, the following agents had influenced their self-efficacy: teachers, peers, the curriculum, former students and the students themselves. Participants in the study (ibid.) stated that former students increased their self-efficacy through vicarious learning (Bandura, 1997, see section 2) and that peers influenced their self-efficacy both positively, through verbal persuasion and constructive feedback, and negatively, through destructive criticism. They also declared that the curriculum did not favour their self-efficacy due to the lack of work placements, among other factors. The participants' perceptions of teaching practices

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influencing their self-efficacy in translator training will be compared with those of teachers in section 4.

Before moving to the next section we consider it relevant to describe the study by Way (2009), who presents a Project Management Sheet that students are encouraged to complete after each translation project. In this sheet, they must indicate the time spent on the tasks performed and the difficulties found, which allows them to become aware of their evolution during the semester (mastery experience, see section 2) and gain “confidence in their translator competence” (Way, 2009, p. 141). Some years later, Way (2014, 2016) focused on legal translation and suggested a framework for decision-making based on scaffolding and on the activation of different competences. This framework enables students to internalize problem-solving strategies through structured training, which will finally become automatic to a certain extent, facilitating translation work and increasing students' confidence in decision-making (Way, 2014, p. 1024, 2016, p. 139).

In this section, several teaching practices that may be implemented to develop translation students' self-efficacy have been described. To continue shedding light on the incorporation of self-efficacy into translator training programmes the study presented below was performed.

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4. A QUALITATIVE STUDY OF TEACHERS' PERCEPTIONS

The study presented here was performed with the general aim of contributing to identifying possible ways to incorporate self-efficacy in translator training in a structured way and so satisfy the needs identified by authors such as Fraser (2000, p. 116), Way (2009, p. 133), Atkinson (2014) or Atkinson and Crezee (2014). More specifically, the following objectives were pursued:

- To discover and analyse translation teachers' perceptions of the importance (or triviality) of translator self-efficacy.
- To discover and analyse translation teachers' perceptions of teaching practices that may help students develop their self-efficacy.

To meet these objectives, a qualitative study of focus groups was performed, as focus groups represent a particularly useful research technique for gathering participants' perceptions (Suárez, 2005, p. 25). One focus group session was organised in the Faculty of Translation and Interpreting of the University of Granada following the methodological specifications described by authors such as Callejo (2001), Suárez (2005) or Ibáñez (2015), among others.

Potential participants (a total of 14 English-Spanish translation teachers from said institution) were contacted by email and six volunteered to participate. Although there is no agreement on the exact number of participants in focus group sessions, Ibáñez (2015) recommends that it should oscillate between 5 and 10 and

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Suárez (2005) proposes groups of between 3 to 13 participants. Therefore, the size of the group was considered to be adequate.

The focus group session was held on 16 September 2017 and lasted approximately one hour. The session was moderated by the author and the audio was recorded. Written permission was obtained from the participants to record and quote their conversation for research purposes. They were also informed that their anonymity would be guaranteed. The script used for conducting the group interaction is presented in Appendix 1.

After the focus group session, the audio material was transcribed by the author, reduced (classified and organized within two thematic blocks that correspond to the two objectives of the study) and interpreted. The results obtained are presented in the following section. Since the conversation recorded was in Spanish, the quotes included for illustrative purposes have been translated into English.

4.1. Importance of translation students' self-efficacy

When asked about the importance of trusting one's abilities to translate, all teachers participating in this study coincided that "one of the most important things" for translators and translation students is to believe that they are able to produce adequate translations. In the words of one of the participants: "I think it is essential that they [students] know that they can do it. They must be aware of the fact that they will find difficulties, but they must also be sure that they are capable of solving them".

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The main reason for this is that they consider that self-efficacy allows translators to justify their decisions, as five out of the six participants highlighted. Moreover, three of them stated that when translators believe that they are not capable of performing a translation task, they experience anxiety and are not able to identify a clear strategy to solve problems. In fact, this is one of the effects of self-efficacy according to SCT (Bandura, 1986, 1997, see section 2).

Consequently, all the participants declared that it is fundamental that teachers help their students trust their abilities to translate.

4.2. Teaching practices influencing translation students' self-efficacy

When asked about the practices that they implement in the translation classroom to help students develop realistic self-efficacy beliefs, half of the participants explained that they had never *consciously* attempted to do so. However, they stated that some of the practices they usually implement could contribute to this objective.

All participants agreed that positive and constructive feedback can help students trust their abilities as translators. As they explained, this involves adopting a teaching learning approach where the praise for good solutions occupies a central position. Errors are also identified, but are always accompanied by an analysis of “what caused them and of how to solve them”. This coincides with Atkinson's (2014) view, who proposes constructive feedback as a major method to develop self-efficacy (section 3). Taking into account SCT (Bandura, 1986, 1997, see

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section 2), the influence of positive and constructive feedback on students' self-efficacy may be related to mastery experience. More specifically, the fact that errors are accompanied by suggestions about how to solve them may improve future performance, which would increase self-efficacy. Moreover, the praise for good solutions may prevent students from interpreting their performance as a failure, which may undermine their self-efficacy, especially when resilient self-efficacy beliefs have still not been generated (Bandura, 1997, p. 80).

Similarly, according to two participants, making students aware of the fact that “errors are part of the learning process” could contribute to avoiding a decrease in their self-efficacy, especially in the early stages of training. This is also related to mastery experience: errors interpreted as an indicator of poor performance (instead of as part of the learning process) may decrease students' self-efficacy, mainly in the early stages of self-efficacy development (*ibid.*). This practice particularly refers to *competent* students who may lose the confidence that they have in their abilities if they interpret certain errors as a sign of lack of competence, instead of as a normal consequence of learning.

Participants also declared that adopting a student-centred approach based on the learning of strategies for the resolution of translation problems could facilitate the development of students' self-efficacy, as opposed to “a teacher-centred approach where a single version of the translation exists and is that of the teacher”. However, the negative impact of this approach on self-efficacy should not be taken to imply that errors should not be pointed out or better solutions suggested (Shreve, 2002, p. 164). Rather, it is a sign of the shortcomings of traditional approaches where the

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teacher appears as “the guardian of the translator truth” (Kiraly, 1995, p. 99) and where any translation different from that of the teacher is automatically incorrect (Haro-Soler, 2017).

Fostering student participation in the classroom, especially in the case of students with low self-efficacy, is another practice that half of the participants implement to develop their students' self-efficacy. As teachers explained, self-efficacious students tend to participate more in classroom debates and frequently present their translation solutions, whereas those with low self-efficacy avoid participating. This is in line with Bandura's SCT (1986, 1997, see section 2), according to which individuals with low self-efficacy avoid activities and situations in which they do not feel confident and competent. Consequently, they do not have the chance to modify the belief that they are not able to deal with them (Bandura, 1997, pp. 160-161). Therefore, encouraging the participation of students with low self-efficacy could contribute to helping them realise that they are able to present and justify their translation decisions and so help them modify their inaccurate self-efficacy beliefs.

One participant also proposed teamwork as a method to develop students' self-efficacy. In this sense, Yang et al. (2016) found that online cooperative learning improved students' self-efficacy in a specialized translation course (section 3).

Further, half of the participants stated that “progressively increasing the difficulty of texts [to be translated]” could have a positive impact on students' self-efficacy. Scaffolding allows students to gradually develop their translation abilities (Calvo, 2015, p. 309), and so to attain achievements (mastery experience,

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Bandura, 1997) as training progresses. On the contrary, the selection of difficult texts requiring abilities that the students have not developed yet to the required level may result in poor performance (mastery experience) and decrease their self-efficacy. In this sense, Way (2014, 2016) proposes a framework for guided decision-making based on a sequencing pattern of increasing difficulty dependent on the activation of different competences (see section 3).

One of the participants also declared that in order to develop accurate self-efficacy beliefs it is essential to become aware of one's strengths and weaknesses, as people with excessive confidence in their abilities to translate "are not able to detect their weak points or where they usually fail"⁶. Participants did not refer to specific practices aimed at promoting students' awareness of their strengths and weaknesses, but tutorials were considered to be the ideal occasion to do so and to suggest strategies to improve performance and, thus, self-efficacy. At this point, the system of "The Achilles' Heel" (Way, 2008) is worth mentioning as a practice to help students gain self-awareness. In this system, students are encouraged to analyse their own translation competence systematically, writing down their strengths and weaknesses and proposing remedies to develop their competence. Students then discuss the conclusions reached with the teacher, who may add comments about their progress or suggest further strategies for improvement.

⁶ Note that Atkinson (2014, pp. 8-15) also considers that accurate self-efficacy beliefs can be developed through self-awareness (section 3).

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Practises intended at facilitating students' awareness of their attained performance were also described. Among these practises is the comparison of the translations that students did at the beginning of the course with those that they elaborated at the end. Taking into account Bandura's work (1997), gaining awareness of the evolution in their performance would increase students' self-efficacy due to mastery experience. Similarly, comparing students' translations to lower quality translations on the market was suggested as a practise to lead students to realise that they can perform better than some translators, which would also be perceived as mastery experience⁷.

Finally, one of the participants stated that a continuous assessment system where the mark is based on several translation tasks to be performed at different times during the semester could help students develop realistic self-efficacy beliefs, as the results obtained for each task, particularly the first, would help them become aware of their translation abilities and adjust (increase or decrease) their confidence in them. This assessment system also allowed the teacher to easily recognize their students' strengths and weaknesses and anticipate failure by suggesting strategies to improve performance (and thus self-efficacy). Table 1 summarizes the teaching practices described in this section:

Teaching practice	Number of participants mentioning it (out of 6)
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⁷ Way's (2009) Project Management Sheet could also be used to help students track their evolution (section 3).

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Positive and constructive feedback	6
Student-centred approach based on the application of translation strategies vs. a teacher-centred approach where there is a single valid version of the translation	4
Fostering participation of students with low self-efficacy	3
Scaffolding	3
Tutorials	3
Promoting awareness of attained performance	2
Promoting awareness of errors as part of the learning process	2
Teamwork	1
Continuous assessment system	1

Table 1. Participants' perceptions of teaching practices that may influence students' self-efficacy.

Table 2 summarizes the perceptions of the two groups involved in the teaching-learning process of teaching practises that may influence students' self-efficacy in translator training. Students' perceptions were gathered and analysed in previous research by the author (Haro-Soler, 2017):

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May be effective for the development of students' self-efficacy?		
Teaching practice	Teachers' opinion	Students' opinion
Student-centred approach based on the learning of strategies vs. traditional teacher-centred approaches	Yes	Yes
Positive and constructive feedback	Yes	Yes
Errors are part of the learning process	Yes	Not mentioned
Student participation in the classroom	Yes	Not mentioned
Teamwork	Yes	Not mentioned
Scaffolding	Yes	Yes (balance between students' real

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		abilities and what is expected of them)
Tutorials	Yes	Not mentioned
Awareness of attained performance	Yes	Yes (through verbal persuasion)
Continuous assessment	Yes	Yes
Verbal persuasion	No	Yes

Table 2. Teachers' and students' perceptions of teaching practices influencing students' self-efficacy in translator training.

The data in Table 2 shows that teachers and students participating in the studies performed agreed on the fact that the following practices may be effective for the development of translation students' self-efficacy: positive and constructive feedback, the adoption of a student-centred approach based on the learning of strategies, gaining awareness of attained performance, scaffolding and a continuous assessment system.

5. CONCLUSIONS

The study presented in this paper was performed with the general aim of shedding light on possible ways to incorporate self-efficacy in translator training programmes and so satisfy the needs identified by authors such as Fraser (2000, p. 116), Way

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(2009, p. 133) or Atkinson (2014). We first turned to the field of Psychology and, when possible, to Educational Psychology, to define the concept of self-efficacy and situate it as part of SCT (Bandura, 1986). Secondly, previous studies on translator self-efficacy were presented and especial attention was paid to those studies suggesting teaching practices to develop students' self-efficacy. After that, the results of an empirical-qualitative study of focus groups on translation teachers' perceptions of teaching practices that could be effective for the development of students' self-efficacy were presented. Six translation teachers from the Faculty of Translation and Interpreting of the University of Granada participated in the study. The results show that, according to the participants, among the teaching practices that may contribute to the development of translation students' self-efficacy are positive and constructive feedback, a student-centred approach based on the learning of strategies, scaffolding, a continuous assessment system, promoting student participation in the classroom or promoting awareness of attained performance. The practices identified were analysed in the light of SCT (Bandura, 1986) and of previous studies on translator's self-efficacy. Finally, the participants' perceptions were triangulated with those of translation students, included in the work by Haro-Soler (2017).

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APPENDIX 1. FOCUS GROUP SCRIPT

1. Do you think that it is important for translators to feel confident that they are capable of translating adequately? Why?
2. Do you think that it is important to help students develop their confidence in their abilities to translate during their training? Why?
3. If so, do you try to develop students' confidence in their abilities to translate? What practices do you implement?
4. What other practices do you think that could contribute to the development of students' confidence in their abilities to translate?

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5. What practices do you think that may decrease students' confidence in their abilities to translate?